

DEPARTMENT OF POLYTECHNIC STUDIES
GUIDELINES FOR
TENURE, PROMOTION, POST PROFESSORIAL MERIT,
REGULAR NON TENURE TRACK MERIT AND ANNUAL EVALUATIONS

PREFACE

This document is intended as a procedural guide to assist faculty members of the Department of Polytechnic Studies in preparing for promotion and/or tenure.

Pay careful attention to the information set forth in the *Faculty Handbook* regarding the promotion review process and the general performance expectations of all University faculty. The advice presented herein is intended only to supplement the *Faculty Handbook*.

TEACHING

A history of quality teaching is the essence of the Department of Polytechnic Studies. However, quality teaching is a continuous improvement process and must be thoroughly assessed. Assessment activities are to be conducted each semester. Each assessment technique should incorporate principles and procedures approved by the University, College, and Department.

SCHOLARSHIP

Ernest Boyer states in his book, *Scholarship Reconsidered: Priorities of the Professorate*, that scholarship itself "is not an esoteric appendage; it is at the heart of what the profession is about. To weaken the faculty commitment for scholarship is to undermine the undergraduate experience, regardless of the academic setting." This document is developed to define the work of the faculty of the Department of Polytechnic Studies.

To be considered scholarship, the activities must be *related to the faculty member's field of expertise* and would emerge from his/her professional career. Each activity must be **assessed by peers** (inside and/or outside the educational environment) to be considered scholarship. It is recognized that faculty members are diverse and have different interests; however, there are points of scholarship that apply to all:

1. Every faculty member must conduct research or creative activities, either pure or applied, and convey the results to their peers.

2. All faculty must remain professionally and intellectually active through research, publication of visual work (photography and animation are examples), review of professional literature, and/or involvement in professional organizations.
3. Faculty must maintain professional integrity throughout all scholarly activities.
4. Scholarly activities must be assessed through peer-review or juried processes.

Peer-reviewed writing, in many forms, will be recognized as a scholarly activity. Writing such as an industrial manual or procedure for an industrial application will be considered scholarly if it facilitates *integration of knowledge and can be evaluated.*

Scholarship should include any intellectual work of the faculty member. Included in this area are policy analysis, program evaluations (accreditation), technical assistance, publishing visual work in journals, or any other similar endeavors. Documentation of this work is critical for evaluation purposes. This evaluation must include not only the faculty member's written record or visual documentation of the activity, but also peer input or review, as well as evaluation by those who received the service.

SERVICE

Additionally, service is an important part of the faculty member's professional activities. Service can be considered as a separate entity from purely "intellectual" or "scholarly" activities. Examples of service activities include consulting with organizations using the faculty member's area of expertise, or donating services to organizations in the community.

DEPARTMENTAL PROCEDURES

The Department Promotion and Tenure Advisory Committee will follow the procedure set forth by the Faculty Handbook (section F. Faculty Tenure and Promotion Policy).

PREPARATION OF MATERIALS

The Dossier

The faculty member's promotion dossier shall comprise the Summary Form (a template for which is provided below), a Record of Service, which includes accomplishments organized according to the departmental tenure and promotion criteria, a professional curriculum vita, and any supporting materials that the faculty member wishes to include.

SUMMARY FORM	
Name _____	Department _____
Present Rank _____	Length of Service at University _____
Years of Service at Each Rank:	
Instructor _____	Associate Professor _____
Assistant Professor _____	Professor _____
Post-Professorial Merit _____	
Degrees Held- Institution, Date of Completion	

Figure 1- Sample format of Summary Form

Period Covered by Dossier: The period covered by the faculty member's Record of Service should be from the time of original employment (including any activities contractually counting towards tenure and/or promotion), or from the time of any previous, successful application for tenure and promotion, promotion, or post-professorial merit, or from recent five years after previous promotion, or post-professorial merit, until the date when the final version of the dossier is submitted for consideration for tenure and promotion, promotion, or post-professorial merit.

Desired Promotion	Period Covered
Assistant to Associate Professor	Five or six years from the time of original employment at rank of Assistant (including any activities contractually counting towards tenure and/or promotion)
Associate Professor to Professor	Four years from the time of previous successful application for tenure and promotion or from the most recent five years
Professor to Post-Professorial Merit (every promotion period)	Five years from the time of previous successful application for Professor; or from the most recent five years; or five years from the time of previous successful application for Post-Professorial Merit
RNTT Merit (every promotion period)	Four years from the time of original employment or four years from the time of

	previous successful application for RNTT Merit (including any activities contractually counting towards next level promotion)
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Preparation of the Dossier: The tenure and promotion and post-professorial merit processes involve critical reviews by individuals and committees on several levels. The evaluations and judgments made during these processes must be based solely on evidence presented in the dossier as measured against the departmental criteria. For this reason, the collection and organization of evidence are vital. Thorough documentation enables the reviewers to make judgments based on sound evidence and greatly enhances the prospects of a favorable recommendation. Conversely, inadequate documentation can seriously reduce the possibility of a favorable recommendation even though the performance of the faculty member may otherwise warrant it.

EVALUATION GUIDELINES

1. The promotion/tenure criteria of the Department of Polytechnic Studies are supplementary and in no way supersede the policies set by the University.
2. The doctorate is the normal expectation of faculty in the Department. For the Computer & Multimedia Graphics area and Commercial Photography, an earned doctorate or a MFA is considered to be the terminal degree.
3. The Department Promotion and Tenure Committee shall review and evaluate the candidate's vita, service record, and evaluation materials. A preliminary evaluation shall be made by the individual committee members concerning the applicant's materials. The committee shall then meet as a group to determine the final evaluation for each individual candidate and make their recommendations to the Department Chair.
4. The vita shall contain all of the candidate's major accomplishments during his/her career. The *record of service* (see *Faculty Handbook*) shall contain a detailed account of professional activities *since attaining* present academic rank or appointment.
5. Summaries of student and peer evaluations should be included from all classes subsequent to the applicant's attainment of present rank and/or for the tenure review period. If the candidate chooses to include the summaries, they must be the official ones required by the department at the end of each semester.

PERFORMANCE CRITERIA

Promotion, Tenure, and Merit

Performance levels of a candidate may be ascertained by comparison with the guidelines in this document for the dimensions of Teaching, Scholarship, and Service. The minimum performance levels required by rank are:

Regular Non Tenure Track Merit:	SUPERIOR in Teaching GOOD in Service
Assistant Professor:	SUPERIOR in Teaching GOOD in the other two dimensions
Tenure/Associate Professor:	SUPERIOR in Teaching and Professional Growth & Scholarship GOOD in Service
Professor:	OUTSTANDING in at least one dimension SUPERIOR in the other two dimensions
Post Professorial Merit:	OUTSTANDING in at least one dimension SUPERIOR in the other two dimensions

For subsequent applications for Post Professorial merit, the faculty member may choose:

1. to meet the same criteria as those for promotion from Associate Professor to Professor,
2. to contract an exception to the criteria that would permit a specialized focus while maintaining the overall rigor of performance expectations. (See the Faculty Handbook)

A rating of "UNACCEPTABLE" in one category will result in an overall rating of "UNACCEPTABLE."

Annual Evaluations

In accordance with University policy, each faculty member is to be evaluated on an annual basis to determine eligibility for annual salary increases. As per Faculty Senate Bill 02-A-05, the annual review will identify those faculty members who are meeting minimum expectations as determined by the departmental criteria. The two categories of performance on annual review are **Satisfactory** (which includes "Meets Expectations" and "Meets Expectations with Reservations") and **Unsatisfactory** (which includes "Does Not Meet Expectations"). **Satisfactory** rating is based on the faculty member demonstrating performance at least at the level of "GOOD" across all three dimensions and making "satisfactory progress" as determined by the departmental criteria.

A faculty member must provide evidence of continuous performance with significant and sustained effort in all three areas of Teaching Effectiveness, Professional Growth and Scholarship, and Service to the University and Profession to meet criteria for “satisfactory progress.” To be granted **Satisfactory**, a tenured faculty member must achieve the minimum performance level of GOOD for the year, plus demonstrate he/she is making “satisfactory progress” for promotion in rank or post-professorial merit. Continuous performance that meets these minimum expectations, however, does not assure tenure/promotion or post-professorial salary increases. To receive a rating of **Satisfactory**, a faculty member on tenure track appointment must demonstrate performance that qualifies at least at the level of GOOD, and their progress continues to lead toward meeting the criteria for tenure and promotion in the department.

Definition of Terms

A "significant and sustained" record indicates that the candidate has maintained a level of performance needed to satisfy University guidelines. With regard to performance evaluation, the word "sustained" means that the faculty member must demonstrate a series of activities and accomplishments over the review period with special focus on the last five years since attaining the present rank in the dimensions of Teaching Effectiveness, Professional Growth and Scholarship, and Service. He or she must demonstrate an effort towards continuous improvement in these dimensions with activities and accomplishments dispersed over the time period considered. For example, a professional publication may require three years of continuous research to complete. Sustained does not require that entries for each category be made every year, but does focus on continuous performance over the entire evaluative period.

The word "significant" means that the accomplishments are judged to be meaningful and important. The faculty member shall indicate how his or her accomplishments relate to or contribute to achievement of the mission of the Department, College, or University. Further indicators of significance as they pertain to “OUTSTANDING, SUPERIOR, GOOD, or UNACCEPTABLE” are explained in each of the three dimensions of evaluation.

The faculty member has the right to full disclosure of committee results and the right to appeal the Departmental Promotion and Tenure Committee’s decision as outlined in the Faculty Handbook.

I. TEACHING EFFECTIVENESS

Effective teaching is the most important responsibility of a faculty member. Student evaluation, while important, can be influenced by many factors such as time of day, course difficulty, and grade distribution, and should **not** be the only measure of teaching effectiveness. Teaching effectiveness is demonstrated by documenting activities.

A. *Required Activities*

1. **Chairperson evaluation.** Copies of chairperson evaluations of classroom/laboratory observations completed during the period must be included. If the evaluation is missing, then a suitable explanation must be provided. The candidate should document actions and outcomes resulting from the chairperson evaluations during prior years while in the present rank. Chairperson evaluations may be enhanced with other evidence to support an evaluation of teaching performance.

	Rank	Minimum Evaluation Frequency
Assistant to Associate	During the first two years	At least once a semester
	After two years	At least once a year
Associate Professor to Professor		At least two times over the period of evaluation
Professor to Post-Professorial Merit		At least two times over the period of evaluation
Regular, Non-Tenure Track		At least once a semester
Chairperson		Not required

2. **Student evaluation.** Summary sheets, since last promotion, of official student evaluations administered for classes while in the present rank using an instrument approved by the university and the department **may** be included to evaluate teaching effectiveness. If student evaluations are used, these must be provided for each course taught. If student evaluations are not included, other evidence showing student performance must be included for each course taught. If evidence from a course is missing, then a suitable explanation must be provided. There should be documentation of how ratings or evaluation of performance were used to develop and enhance teaching competencies. This section may be enhanced with correspondence from former students commenting specifically on teaching effectiveness. The full correspondence should be included in the appendix. Each correspondence must be labeled by the candidate to indicate whether it was solicited or unsolicited. If the correspondence is not self-explanatory, the candidate should include an explanation of the circumstances leading to the correspondence. Limit the number of such correspondence to three.

3. **Peer/colleague evaluation.** Copies of peer/colleague evaluations of classroom/laboratory observations completed during the period must be included. If the evaluation is missing, then a suitable explanation must be provided. During the pre-tenure period, the minimum frequency of peer observations is established by the tenure policy. Post-tenure peer-observations will be conducted at least annually. The candidate should document actions and outcomes resulting from colleague evaluations during prior years while in the present rank. Peer/colleague evaluations may be enhanced with other evidence to support an evaluation of teaching performance.

Rank	Minimum Evaluation Frequency
Assistant to Associate	During the first two years
	After two years
Associate Professor to Professor	At least two times over the period of evaluation
Professor to Post-Professorial Merit	At least two times over the period of evaluation
RNTT	At least once a semester

4. **Self-assessment.** A narrative should be provided as the candidate’s self-assessment of teaching. No documentation beyond the narrative is required in this section.

B. Significant Activities –

1. **New Course.** Includes the proposal and development of a new course (provide college-level documentation of approval).
2. **Curriculum or academic program revision.** Includes significant revisions to a program or its curriculum (provide college-level documentation of approval).
3. **Academic program creation.** Includes development of a new academic program (provide college-level documentation of approval).
4. **Major course restructure.** Includes the major revisions of an existing course, including (but not limited to) courses converted to online (with QM approval); or ITV courses.
5. **Innovative instruction.** Includes the development and implementation of an innovative instructional material and/or technique (including technology usage and experiential learning). Documentation of the instruction or experiential approach utilized must be included as evidence.
6. **Development of course content/materials.** Includes significant development of instructional content/materials for a course. Course planning documents such as course outlines, handouts, assignments, student work, and exams can be used as evidence.
7. **Facilitating teaching workshop.** Includes the facilitation of teaching workshops and related activities. A certificate, letter, program, schedule, or similar document showing your designation as the facilitator and the workshop topic must be used as evidence.

8. **Advise student organization.** Advise and have significant involvement with an active student organization. For evidence, describe your involvement and provide an official document showing your designation as advisor.
9. **Other.** Includes any other significant activities (with documentation) that demonstrate teaching effectiveness.

C. *Additional Activities –*

1. **Participating in teaching workshop.** Includes participation in an internal or external teaching workshop or related activity. A certificate, letter, name tag, or similar document showing your participation must be used as evidence.
2. **Professional certification.** Includes obtaining or maintaining related certification. Describe how the certification activity was used to stay current or improve teaching effectiveness. A certificate, letter, card, or similar document showing your certification must be used as evidence.
3. **Letter from peer external to the University.** Peers must have a sound basis for evaluation of the candidate's expertise in the field and in quality teaching effectiveness (maximum of 1).
4. **Assist with student organization.** Assist with an active student organization. For evidence, describe your involvement and provide some documentation of your involvement (such as correspondence, thank you letters, minutes, etc.).
5. **Supervise independent study course or student research projects.** Describe the course or project and document its outcome assessment and/or results.
6. **Update course content/materials.** Updates to instructional content/materials for a course. Course planning documents such as course outlines, handouts, assignments, student work, and exams can be used as evidence.
7. **Other.** Includes any other activities (with documentation) that demonstrate teaching effectiveness.

Performance Appraisal of Teaching Effectiveness:

OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must do all activities in I.A. For categories I.A.1 to I.A.3, evaluations provided **must** have a majority that are middle range (for instruments without a middle range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 2 instances of activities from I.B and 3 additional instances of activities from either I.B or I.C.

SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must do all activities in I.A. For categories I.A.1 to I.A.3, evaluations provided **must** have a majority that are middle range (for instruments without a middle range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of

teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 2 instance of activities from I.B. and 2 additional instances of activities from either I.B or I.C.

GOOD

To achieve the performance rating of GOOD, the candidate must do all activities in I.A. For categories I.A.1 to I.A.3, evaluations provided **must** have a majority that are middle range (for instruments without a middle range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 3 additional instances of activities from either I.B or I.C.

UNACCEPTABLE

The candidate has presented insufficient evidence of Teaching Effectiveness.

II. PROFESSIONAL GROWTH AND SCHOLARSHIP

Continuous professional growth is necessary to the concept of a "teacher-scholar." The teacher-scholar is one who participates in an acknowledged community of learners and contributes to the advancement and application of knowledge. This participation can take many applicable forms. Scholarly activities are tangible, public, and open to review by colleagues, regional constituents, and one's disciplinary peers. A recommendation for promotion and/or tenure requires that the candidate be an active scholar in his or her area of expertise as evident from a sustained record of achievements.

Scholarship, which may include creative activities, is expected and required for a candidate to be considered for promotion and/or tenure. Scholarly activities may include professional publications, presentations, grants, research, national association affiliation, publishing visual works (self-publishing not allowed), exhibitions of work, and consulting. All levels of scholarly activities are important and need to be pursued, however, some are considered more significant than others. Candidates should provide copies of materials in their promotion and/or tenure document.

All candidates, to have materials or activities accepted in Professional Growth and Scholarship, **must** provide evidence of peer review and juried processes. These processes will vary from activity to activity; however, documented techniques must be presented in the candidate's dossier (i.e. colleague's assessment of proposed activity, acceptance rate, or other assessment techniques). Candidates should indicate their specific role in multiple authored publications.

A. *Peer-Evaluated/Juried Activities -*

1. **Book author.** Includes the authoring of a significant portion of a published, professional book. For evidence, describe your contribution and provide an official document showing your work (such as the book cover, table of contents, acknowledgements, etc.).
2. **Peer-reviewed journal.** Includes publication of an article in a peer-reviewed journal. Describe your contribution and document a measure of the journal such as the acceptance rate or impact factor. Provide a copy of the journal article as evidence.
3. **Juried exhibition.** Includes presentation of a creative work in a juried exhibition. Describe your contribution and document a measure of the exhibition such as the acceptance rate. Provide a copy of the work as evidence.
4. **Juried publication of creative work or keynote speech invited by the national/international organization.** Includes the publication of a creative work in a juried, scholarly publication.
5. **Significant grant award.** Being awarded a significant international, federal, national, state, or regional competitive grant. One measure of significance is an equivalent dollar value of \$5000 or more. Significance can also be determined by factors such as size of the grant, competitiveness, funding source, or others. Candidate should present a case for significance and support with proper documentation. Describe your contribution and provide evidence of the award.

B. *Significant Activities -*

1. **Peer-reviewed conference presentation or publication.** Includes presentation of a scholarly or creative work in a peer-reviewed conference, or publication of an article in the conference proceedings. Describe your contribution and provide a copy of the presentation, article, or abstract as evidence.
2. **Non-peer-reviewed conference presentation and publication.** Includes both the presentation of a scholarly or creative work in a conference and publication in the proceedings. Describe your contribution and provide a copy of the presentation, article, or abstract as evidence.
3. **Non-peer-reviewed journal.** Includes publication of an article in a non-peer-reviewed journal. Describe your contribution and provide a copy of the article as evidence.
4. **Non-juried publication of creative work.** Includes publication of a creative work in a non-juried, scholarly publication. Describe your contribution and provide a copy of the work as evidence.
5. **Grant awards.** Being awarded an international, federal, national, state, or regional non-competitive or less significant grant. Describe your contribution and provide evidence of the award.
6. **Other.** Other significant activity that demonstrates professional growth and scholarship. Describe your contribution and evidence of the activity.

C. *Additional Activities -*

1. **Non-peer-reviewed conference presentation or publication.** Includes the presentation of a scholarly or creative work in a peer-reviewed conference, or publication of an article in the conference proceedings. Describe your contribution and provide a copy of the presentation, article, or abstract as evidence.
2. **Professional presentation.** Professional presentation of a scholarly or creative work at a seminar, lecture program, or professional meeting. Describe your contribution and provide a copy of the presentation or abstract as evidence.
3. **Professional workshop.** Conducting a professional workshop or training seminar. Describe your contribution and provide a copy of the agenda or other evidence.
4. **Professional consulting.** Consulting on projects within your field of expertise. Describe your contribution and provide evidence of the work.
5. **Local grant awards.** Being awarded an industrial or university foundation grant. Describe your contribution and provide evidence of the award.
6. **Grant submission.** Submission of application for a federal grant, national or international competitive grant, or state/regional grant. Describe your contribution and provide evidence of the submission. (Maximum of 1 instance).
7. **Peer reviewer or juror.** Reviewer of a journal article, conference proceedings, book or chapter of a book, or juried exhibition. Provide evidence of the review. (Maximum of 1 instance).
8. **Other.** Other activity that demonstrates professional growth and scholarship. Describe your contribution and evidence of the activity.

Performance Appraisal of Professional Growth and Scholarship:

OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must document 3 instances of activities in II.A (with no more than 1 instance of II.A.5). The candidate must also document 1 additional instance of activities from II.A or II.B and 2 additional instances of activities from II.A, II.B, or II.C.

SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must document 2 instances of activities in II.A (with no more than 1 instance of II.A.5). The candidate must also document 2 additional instances of activities from II.A or II.B and 2 additional instances of activities from II.A, II.B, or II.C.

GOOD

To achieve the performance rating of GOOD, the candidate must document 2 instances of activities in II.A or II.B and 1 additional instance of an activity from II.A, II.B, or II.C.

UNACCEPTABLE

The candidate has presented insufficient evidence of Professional Growth and Scholarship.

III. SERVICE TO THE UNIVERSITY AND PROFESSION

Service activities for promotion and tenure consideration will be limited to those that relate to professional service. This includes service directly related to the University and to your professional discipline.

Only public and University service activities that the faculty member performs relating to his/her expertise are applicable in this section. Those activities relating to daily life (i.e., church work, civic groups, etc.) are not admissible as evidence of service work unless the activity is performed as an expert in his or her area. Examples include service to industry or schools, news releases to the media regarding departmental activities, or any other similar activity.

A. *Significant Activities*

1. Chairmanship or other significant leadership of department, college or University committee, sub-committee, or ad hoc task force. Describe your leadership role on the committee and provide evidence. (Instance is defined by a year).
2. Membership on University committee or University ad hoc task force. Describe your role on the committee and provide evidence. (Instance is defined by a year)
3. Leadership in professional organizations at national, state, or regional level (chairing sessions, holding office, etc.). Describe your role in the organization and provide evidence. (Instance is defined by a year or per session)
4. Editor of journal or conference proceedings. Describe your role and provide evidence. (Instance is per publication of journal or conference)
5. Curator of an exhibition at national, state, or regional level. Describe your role and provide evidence. (Instance is per exhibition)
6. Professional consulting and workshops. Consulting on projects or holding workshops within your field of expertise without compensation. Describe your contribution and provide evidence of the work.
7. Other significant activity that demonstrates service to the University and profession. Describe your contribution and evidence of the activity.

B. *Additional Activities*

1. Membership on department or college committee or ad hoc task force. Describe your role on the committee and provide evidence. (Instance is defined by a year).
2. Involvement in professional organizations at national, state, or regional level (committee membership, convention attendance, etc.). Describe your role in the organization and provide evidence. (Instance is defined by a year or per session)
3. Presentations and contributions to community and civic groups within your field of expertise without compensation. Describe your contribution and provide evidence of the activity.
4. Reviewer of a journal, conference proceeding, or creative exhibition. Provide evidence of the review. (Maximum of 1 instance).

5. Involvement in student recruitment efforts beyond normal expectations within the University. Describe your efforts and provide evidence of the activity. (Maximum of 1 instance per calendar year)
6. Departmental public relations activities or significant recruitment efforts outside the University. Describe your efforts and provide evidence of the activity. (Instance is per activity)
7. Service to other units of the University. Describe this service and your efforts and provide evidence of the activity.
8. Other activity that demonstrates service to the University and profession. Describe your efforts and provide evidence of the activity.

Performance Appraisal of Service to the University and Profession:

OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must document 4 instances of activities in III.A (at least 1 instance must be from III.A.1). The candidate must also document 4 additional instances of activities from III.A or III.B.

SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must document 3 instances of activities in III.A. The candidate must also document 3 additional instances of activities from III.A or III.B.

GOOD

To achieve the performance rating of GOOD, the candidate must document 2 instances of activities in III.A. The candidate must also document 3 additional instances of activities from III.A or III.B.

UNACCEPTABLE

The candidate has presented insufficient evidence of Service to the University and Profession.